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ABSTRACT

Problem-based learning is an approach to structuring the curriculum which involves confronting students with problems from practice which provide a stimulus for learning. However, there are many possible forms that a curriculum and process for teaching and learning might take and still be compatible with this definition. This book explores these forms in six parts with 33 chapters, beginning with an introductory chapter, "Changing Problem-Based Learning. Introduction to the Second Edition" (D. Boud and G.I. Feletti). Part 1, "What is Problem-Based Learning?," includes (2) "Not Just a Method but a Way of Learning" (C.E. Engel); (3) "Towards a Framework for Problem-Based Curricula" (B. Ross); and (4) "Why Is Problem-Based Learning a Challenge?" (D. Margetson). Part 2, "Getting Started," includes (5) "Good Planning Is Not Enough" (S. Abrahamson); (6) "Persevering with Problem-Based Learning" (P. Schwartz); (7) "Conversion to Problem-Based Learning in 15 Months" (A.S. Anderson); (8) "Initiating Problem-Based Learning at Harvard Medical School" (G.T. Moore); and (9) "Organizational and Institutional Impediments to a Problem-Based Approach" (S.E. Little and C. Sauer). Part 3, "Design and Implementation," includes (10) "Selection of Health Problems for a Problem-Based Curriculum" (P.J. MacDonald); (11) "Responding to 'Non-Traditional' Students: An Enquiry and Action Approach" (I. Taylor and H. Burgess); (12) "Preparing Tertiary Teachers for Problem-Based Learning" (S. Little); (13) "Ensuring That Students Develop an Adequate, and Well-Structured, Knowledge Base" (G. Ryan); (14) "A Hybrid Model of Problem-Based Learning" (F.G. Armstrong); (15) "Case Writing: Case Writers' Perspectives" (J.P. Hafler); (16) "Becoming a Problem-Based Tutor: Increasing Self-Awareness through Faculty Development" (L. Wilkerson and E.M. Hundert); and (17) "Issues in Implementation in an Otherwise Conventional Programme" (D.R. Woods). Part 4, "Examples from Different Professions," includes (18) "A Problem-Based Module in Mechanical Engineering" (P. Cawley); (19) "Use of an Issue-Based Approach in Social Work Education" (N. Bolzan and K. Heycox); (20) "Problem-Based Learning in Optometry" (J. Lovie-Kitchin); (21) "Problem-Based Learning for Architecture and Construction Management" (B. Maitland); (22) "Problem-Based Learning in an Integrated Nursing Curriculum"

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(D. Creedy and C. Alavi); (23) "Applying Problem-Based Learning to Practical Legal Training" (K. Winsor); (24) "Industrial Enhancement through Problem-Based Learning" (J.R. Usher, D.G. Simmonds, I. Mackenzie, K. Brown, and S.E. Earl); and (25) "Experiences with Problem-Based Learning in Business and Management" (A. Gilbert and S.F. Foster). Part 5, "Student Assessment and Programme Evaluation," includes (26) "Accreditation and Assessment in Architecture" (B. Maitland); (27) "Assessment in Problem-Based Learning" (G.R. Norman); (28) "Strategies for Student Assessment" (D.B. Swanson, S.M. Case, and C.P.M. van der Vleuten); (29) "Learning from the Assessment of Problem Solving" (D. Dathe, K. O'Brien, G. Loacker, and M.G. Matlock); and (30) "What Can We Learn from Programme Evaluation Studies in Medical Education?" (C.A. Woodward). Part 6, "Beyond Problem-Based Learning," includes (31) "Is Problem-Based Learning the Only Way?" (C. Coles); (32) "Towards a Praxis of Situation Improving" (R. Bawden); and (33) "The Limits of Problem-Based Learning" (J. Drinan). (SM)

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